

SCHOFIELD MIDDLE

224 Kershaw Street NE
Aiken, South Carolina 29801

GRADES 6-8 Middle School

ENROLLMENT 686 Students

PRINCIPAL Beatrice B. McGhee 803-641-2770

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	23	4	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Average	N/A
2003	Good	Average	No
2004	Good	Below Average	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

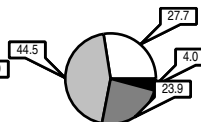
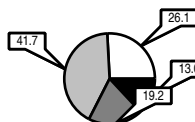
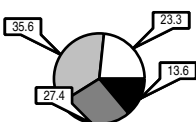
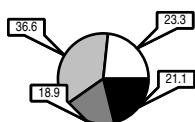
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours



Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	701	98.6	22.9	35.9	27.6	13.7	49.7	Yes	Yes
Gender									
Male	346	98.0	28.7	33.6	26.1	11.7	45.3		
Female	355	99.2	17.3	38.1	29.1	15.5	53.9		
Racial/Ethnic Group									
White	337	100.0	10.3	26.0	39.8	23.8	70.8	Yes	Yes
African-American	351	97.2	36.6	46.0	14.8	2.7	26.2	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	604	98.8	15.9	37.6	30.8	15.7	55.7		
Disabled	97	96.9	69.5	24.4	6.1	0.0	9.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	701	98.6	22.9	35.9	27.6	13.7	49.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	701	98.6	22.9	35.9	27.6	13.7	49.7		
Socio-Economic Status									
Subsidized meals	356	97.8	38.5	44.6	13.9	3.0	23.6	Yes	Yes
Full-pay meals	345	99.4	9.0	28.1	39.8	23.1	72.8		

Mathematics - State Performance Objective = 15.5%									
All Students	701	98.7	23.0	36.8	19.0	21.2	50.9	Yes	Yes
Gender									
Male	346	98.0	26.0	33.1	17.2	23.7	50.3		
Female	355	99.4	20.1	40.2	20.7	18.9	51.4		
Racial/Ethnic Group									
White	337	100.0	9.1	29.8	24.5	36.7	72.1	Yes	Yes
African American	351	97.4	37.8	45.2	13.0	4.0	27.8	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	604	99.2	16.0	38.6	21.1	24.2	57.0		
Disabled	97	95.9	69.5	24.4	4.9	1.2	9.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	701	98.7	23.0	36.8	19.0	21.2	50.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	701	98.7	23.0	36.8	19.0	21.2	50.9		
Socio-Economic Status									
Subsidized meals	356	97.8	38.9	44.6	11.1	5.4	26.7	Yes	Yes
Full-pay meals	345	99.7	9.0	29.9	26.0	35.2	72.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	241	99.6	25.1	32.2	28.6	14.1	42.7
	Grade 7	202	98.5	21.1	36.7	32.2	10.0	42.2
	Grade 8	228	99.6	20.0	37.2	30.2	12.6	42.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	249	99.2	34.7	34.3	24.6	6.4	30.9
	Grade 7	238	98.7	17.9	37.2	26.0	18.8	44.8
	Grade 8	214	97.7	16.3	37.8	30.6	15.3	45.9

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	241	100.0	19.8	34.8	15.4	30.0	45.4
	Grade 7	202	100.0	23.6	34.6	18.7	23.1	41.8
	Grade 8	228	99.6	18.5	38.4	17.6	25.5	43.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	249	99.6	25.8	37.7	22.9	13.6	36.4
	Grade 7	238	98.7	24.2	34.5	15.2	26.0	41.3
	Grade 8	214	97.7	22.3	38.1	17.3	22.3	39.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 686)				
Students enrolled in high school credit courses (grades 7 & 8)	32.4%	Down from 46.7%	14.9%	14.6%
Retention rate	1.7%	Down from 3.7%	2.3%	3.0%
Attendance rate	95.3%	Down from 95.4%	95.9%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.7%		5.4%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.1%		5.3%	5.3%
Eligible for gifted and talented	30.2%	Down from 31.8%	19.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.3%	Down from 13.5%	14.7%	13.9%
Older than usual for grade	1.7%	Down from 3.7%	3.4%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Up from 0.1%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	37.5%	Down from 42.5%	48.3%	48.7%
Continuing contract teachers	87.5%	Up from 82.5%	85.2%	81.7%
Highly qualified teachers**	86.7%	N/A	90.3%	90.4%
Teachers with emergency or provisional certificates	5.6%		4.1%	5.3%
Teachers returning from previous year	89.1%	Up from 87.6%	87.7%	85.1%
Teacher attendance rate	93.1%	Down from 94.7%	94.8%	94.8%
Average teacher salary	\$43,327	Up 3.0%	\$40,864	\$40,566
Prof. development days/teacher	6.2 days	Down from 6.8 days	10.8 days	11.0 days

School				
Principal's years at school	8.0	Up from 7.0	4.0	3.3
Student-teacher ratio in core subjects	23.2 to 1	Up from 22.7 to 1	22.4 to 1	21.3 to 1
Prime instructional time	87.4%	Down from 88.9%	89.5%	89.3%
Dollars spent per pupil*	\$6,119	Up 9.5%	\$5,666	\$5,821
Percent of expenditures for teacher salaries*	59.7%	Down from 64.4%	62.7%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	86.8%	Up from 76.6%	95.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2003-04 school year, Schofield Middle School students and staff have enjoyed a newly renovated facility that has enhanced our ability to meet the academic needs of our students while providing an aesthetically stimulating and safer building. The school has pursued a rigorous academic program with special emphasis on reading, writing, and character development. Following the indicators from last year's self evaluation, we attempted to meet the need of students scoring below basic on PACT by altering the master schedule to include more instructional time for each core subject and additional ways to serve the need of our students with disabilities. Successes this year include students recognized for character by the city mayor and by the governor, contest winners in several categories, visiting artists and guest speakers on a number of topics, educational and exciting field trips, as well as participation in an after-school program that extended learning and allowed students new enrichment opportunities. Our school band again distinguished itself by earning an excellent rating at Concert Band Festival while 21 students were named to All County, 2 to All State, and 9 to Region Band. Students were again successful in academic endeavors. Schofield finished among the top in the county in the Academic Team and MathCounts competitions and had a state winner in the DAR essay contest. One student earned 5th place state ranking and 8th place in national ranking on the National French Exam. Eleven students were identified as Duke Talent Search qualifiers and twenty-nine were named as South Carolina Junior Scholars. Gifted and Talented students were served through academically enriched classes, and students were offered the opportunity to take first year French, Spanish, and German as partial preparation for the International Baccalaureate Program. Students also have access to CCC lab for skill enhancement as well as the full time use of a networked computer lab. Reading is emphasized by use of Accelerated Reader and daily scheduled reading time. An outstanding after-school 21st Century Learning Center provided our students with the opportunity to extend the academic day with reinforcement and enrichment activities as well as with interesting and exciting activities. The school benefits from a daily news broadcast produced and presented by students. Extra curricular activities included such things as student council, Junior Beta Club, Service Learning Club, intramurals, and sports teams.

This school year saw our talented writers earn recognition from the Writing Improvement Network of the State Department of Education as an Exemplary Writing school. The school was also recognized by the State Department of Education as a Palmetto Silver Award Winner.

We are grateful for the support of parents, numerous volunteers, community partners, and the support of a committed administration and School Board as we reach for academic excellence and strive to meet the challenges that lie ahead.

Beatrice B. McGhee, Principal

Linda Conrad, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	177	121
Percent satisfied with learning environment	83.9%	78.3%	77.3%
Percent satisfied with social and physical environment	93.5%	78.0%	67.8%
Percent satisfied with home-school relations	86.7%	86.8%	55.8%

*Only students at the highest middle school grade level at this school and their parents were included.